Commission on Teacher Credentialing

Teacher Librarian Services Credential and Special Class Authorization in Digital Literacy and Information Theory Program Standards

Adopted by the Commission, June 2011(Program Standards)
and October 2011 (SCA Standards)

Teacher Librarian Services Credential
Preconditions and Program Standards

Preconditions

Teacher Librarian Services Credential

A program sponsor that operates a program for the Teacher Librarian Services Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid California teaching credential, provided the holder also possesses a baccalaureate degree from a regionally accredited institution and has met the basic skills requirement, or its equivalent and completed a professional preparation program, including student teaching or a clear, full-time designated subjects teaching credential, including an English learner authorization, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement, or its equivalent.

Program Standards

Category A. Program Design

Standard 1: Program Design

The sponsoring institution demonstrates a commitment to teacher librarian candidate preparation by providing full support for the program. The program has a qualified leadership team with appropriate expertise in school librarianship. The preparation program and any prerequisites include a purposeful, interrelated, and developmentally-designed sequence of coursework and field experiences. The design of the program follows an explicit statement of program philosophy and purpose based on a sound rationale informed by theory, research, and practice. Coursework and fieldwork address the interplay of school library content, effective instruction and best practices in successful school librarianship. The program addresses the processes of admission, advising, program evaluation and improvement, as well as coordination and communication with PreK-12 schools for field experiences. The program provides multiple opportunities for candidates to understand, articulate, and model the overall role of the teacher librarian in diverse learning communities ensuring that they demonstrate competencies in the areas identified and elaborated within Standards 2-7. Candidates are assessed throughout the program on the professional skills, knowledge and dispositions stipulated in these standards.

Category B. Curriculum and Field Experiences

Standard 2: Teaching for Learning

The program provides opportunities for candidates to use a variety of instructional strategies and assessment tools, including current and emerging technologies, to design, develop and implement standards-based learning experiences independently and in collaboration with teachers and other members of the educational community. Candidates apply their knowledge of learners and learning to design instruction based on Model School Library Standards for California Public Schools, other academic content standards, learners' interests and learning

needs, and to link assessment to student achievement. Candidates gain the skills to contribute to the professional development of their colleagues and the betterment of their schools.

Standard 3: Multiple Literacies
The program provides opportunities for candidates to demonstrate: the promotion of reading for learning, personal growth and enjoyment; collaboration with educational partners to support student learning; and development of multiple literacies throughout all disciplines. Candidates demonstrate how to use a variety of strategies and resources (print, media, and digital) to reinforce literacy instruction in addressing the diverse needs and interests of all readers. Candidates are knowledgeable about a wide range of children's, young adult, adult, professional literature and informational text in diverse formats and languages.

Standard 4: Information and Knowledge
The program provides opportunities for candidates to model and promote ethical and equitable access to physical, digital and virtual collections by students and staff. Candidates instruct students and staff in effective use of these collections. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of diverse educational communities. Candidates demonstrate the use of various research strategies to improve teacher librarian practice.

Standard 5: Leadership and Advocacy
The teacher librarian preparation program provides opportunities for candidates to articulate and advocate for effective school library programs and positive learning environments that focus on student learning and achievement. Candidates collaborate and connect with the school and greater educational community. Candidates model and communicate current legal and ethical codes of the profession; participate in and are committed to continuous learning and professional growth; and gain the skills to provide instructional and professional leadership, including professional development, which can positively impact the school library program and student achievement.

Standard 6: Program Administration
The program provides opportunities for candidates to examine best practices to plan, develop, budget for, implement, and assess school library programs. Candidates are able to develop and implement policies, procedures, and services in support of the school's mission and according to the ethics and principles of library and information science. Candidates gain the skills to supervise classified staff, student library assistants, and volunteers. Candidates evaluate and select physical, digital and virtual resources using a selection policy, professional selection tools, and evaluation criteria. Candidates gain the skills to develop and manage a quality collection designed to meet the diverse curricular, cultural, personal, and professional needs of the school community, and organize the collection according to standard library cataloging and classification principles.

Standard 7: Diversity and Equity
The program provides opportunities for candidates to effectively instruct and support all learners in their role as teacher librarians. Candidates learn to provide a library program that is appropriate for the diverse needs, interests, capabilities, and socio-cultural and linguistic

backgrounds of all learners. Candidates are prepared to provide equitable access to resources and promote the appreciation of diversity among members of the school community.

Standard 8: Field Experiences
Candidates participate in significant field experiences designed to apply concepts and knowledge as described in Standards 2-7. Field experiences are integral to the coursework and address the major duties and responsibilities authorized by the Teacher Librarian Services Credential, including collaboration with teachers using the Model School Library Standards for California Public Schools. Fieldwork includes experiences in a variety of diverse and realistic settings in the day-to-day functions of school site teacher librarians. One type of field experience must occur in a school library under the supervision of a credentialed teacher librarian. The fieldwork includes experiences with diverse elementary and secondary students including English learners, students with disabilities, gifted and talented students, and students at risk. Field experiences may also include participation in school and district committees, district level activities, leadership teams, professional associations, professional learning, and other types of libraries. Field experiences include on-going guidance, assistance and timely feedback by identified mentors to guide improvements in practice.

Category C. Candidate Assessment

Standard 9: Determination of Candidate Competence
Program sponsors use multiple measures to determine that each candidate has demonstrated competence across proficiencies in the areas of teaching for learning, multiple literacies, information and knowledge, leadership and advocacy, program administration, and diversity and equity.

Standards for the Special Class Authorization in Digital Literacy and Information Theory for the Teacher Librarian Services Credential

In light of California's Model School Library Standards (see Standard 2: Teaching for Learning), there is a need for Teacher Librarians to instruct in stand-alone courses, as well as in collaboration with teacher colleagues. Teacher Librarians are uniquely qualified to teach these standards, and should be authorized by the State to teach them autonomously as well as collaboratively.

With the emergence of the need to teach not only about the tools of technology, but also the effective use of information, Teacher Librarians are uniquely qualified to facilitate the school community's ability and facility to read widely and use various media for information, personal interest, and lifelong learning. Teacher Librarians are equipped to support students in meeting rigorous standards that directly address the essential skills of how to access, evaluate, integrate, create, and use a wide range of information ethically, legally, and productively for the advancement of our democratic society. Therefore, Teacher Librarians could be authorized as the teacher of record for Information and Digital Literacy education, including the authority to develop and implement such curriculum for academic credit within the library or classroom as well as in collaboration with teacher colleagues.

Program Standards 10-11 contain information about the content and assessment of the knowledge, skills and abilities that would provide the necessary preparation for Teacher Librarians to be the teacher of record for these courses.

> **In addition to meeting Standards 10 and 11, programs that offer the Special Class Authorization, programs must verify that the candidate completes standards 1-9 of the Teacher Librarian Services Credential or ensure that the candidate holds a valid California Teacher Librarian Services Credential or a previously issued equivalent.**

Standard 10: Information Theory and Digital Literacy as Academic Content Areas
The program provides opportunities for candidates to demonstrate their knowledge of information theory and digital literacy, including the nature, architecture, and cycle of information, technology resources and tools. Candidates model information literacy: how to access, evaluate process, use, integrate, generate, and communicate information. Candidates demonstrate competency in transliteracy.

Candidates articulate how formats and communication channels impact information and how information and ideas are processed and transformed using digital tools. Candidates model and communicate ethical, legal and safe use of information and technology, including digital citizenship.

Standard 11: Pedagogy of Information Theory and Digital Literacy in Multiple Learning Environments

The program provides opportunities for candidates, using both traditional and digital methods, to design and provide curriculum in information and digital literacy to enable students to process information purposefully, ethically and effectively. Candidates assess student interactions and learning and develop interventions to optimize student learning.

Candidates implement and evaluate developmentally appropriate content instruction, including different formats and venues (e.g., face-to-face, distance learning, and other digital environments) for diverse student populations.